



U.S. Department of Education Green Ribbon Schools

**2011-2012 Presentation of Nominee to the
U.S. Department of Education**

Part I – Principal and Superintendent Eligibility Certification.....2
Part II – Summary of Achievements4
Part III – Documentation and Certification of State Nomination.....4
Attach State or Nominating Authority’s Evaluation of School Nominee (Either application or other
documentation of review)

OMB Control Number: 1860-0509
Expiration Date: February 28, 2015

PART I - ELIGIBILITY CERTIFICATION

School and District's Certifications

The signatures of the school principal and district superintendent (or equivalents) on the next page certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or comes close to achieving the goals of all three green Ribbon Pillars: 1) environmental impact and energy efficiency; 2) healthy school environments; and 3) environmental and sustainability education.
3. The school has been evaluated and selected from among schools within the state or Nominating Authority's jurisdiction (BIE, DoDEA), based on *documented achievement* toward the three Green School Pillars and Elements.
4. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
5. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
8. The school meets all applicable federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education
Green Ribbon Schools 2012

For Public Schools only: (Check all that apply) Charter Title I Magnet Choice

Name of Principal Ms. Patti Girard
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Learning Gate Community School
(As it should appear in the official records)

School Mailing Address 16215 Hanna Road
(If address is P.O. Box, also include street address.)
Lutz Florida 33549
City State Zip

County Hillsborough State School Code Number* 296613

Telephone (813) 948-4190 Fax (813) 948-7587

Web site/URL www.learninggate.org E-mail patti@learninggate.org

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate.

Patti Girard Date 3/7/12
(Principal's Signature)

Name of Superintendent* Mrs. Margellen Elia
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name* Hillsborough Tel. (813) 272-4000

I have reviewed the information in this application, including the award and eligibility requirements on page 2-4, and certify that to the best of my knowledge all information is accurate. I concur that this is one of the highest performing green school applicants in our state.

Margellen Elia Date 3/9/12
(Superintendent's Signature)

*Private Schools: If the information requested is not applicable, write N/A in the space.

PART II – SUMMARY OF ACHIEVEMENTS

Instructions to School Principal

Provide a concise and coherent "snapshot" that describes how your school is representative of your state's highest achieving green school efforts in approximately 600-800 words. Summarize your strengths and accomplishments. Focus on what makes your school worthy of the title U.S. Department of Education Green Ribbon School. Be sure to note if students were actively involved in preparing the application.

This summary should be written as a stand-alone document. It will provide the ED review panel with an overview of the school's green activities that were detailed in the application to the state, DoDEA or BIE evaluators. If the school is awarded a U.S. Department of Education Green Ribbon, this information may be shared with other schools, candidates for next year, the press, and the public.

PART III – DOCUMENTATION OF STATE EVALUATION OF NOMINEE

Instructions to Nominating Authority

For the pilot year, the Nominating Authority must review nominated schools for high achievement based on the schools' *documented achievement* toward reaching the goals of each of the three U.S. Department of Education Green School Pillars and elements. For each school being nominated by the Authority to ED, please attach state (or equivalent) evaluation materials (application) based on the Nominating Authority Evaluation Support Framework provided by ED to facilitate your evaluation of schools.

The Nominating Authority must review and sign the following certification for each school being nominated to ED.

Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the school's eligibility and compliance with the following requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school achieves or is one of those overseen by the Nominating Authority which comes the closest to achieving the goals of all three green Ribbon Pillars:
 - 1) environmental impact and energy efficiency;
 - 2) healthy school environments; and
 - 3) environmental and sustainability education.
3. The Nominating Authority has evaluated the school and selected it for submission to the U.S. Department of Education from among those schools overseen by the Nominating Authority which have applied for a Green Ribbon, based on *documented achievement*

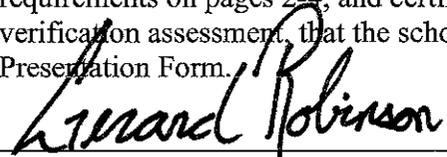
toward the three Green School Pillars and Elements.

4. The school meets all applicable federal civil rights and federal, state, tribal and local health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency Florida Department of Education

Name of Nominating Authority Commissioner Gerard Robinson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the award and eligibility requirements on pages 2-4, and certify, to the best of my knowledge through a documentary verification assessment, that the school meets the provisions in this Part of the Nominee Presentation Form.


(Nominating Authority's Signature)

Date 3/21/12

Note to Nominating Authority: The application, including the signed certifications and documentation of evaluation in the three pillars should be converted to a PDF file and emailed to Director, ED-Green Ribbon Schools at green.ribbon.schools@ed.gov according to the instructions in the Nominee Submission Procedure.

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

Learning Gate Community School's mission is to foster environmental stewardship through an innovative curriculum that pairs classroom lessons with hands-on learning experiences on the school's unique and evolving 27-acre campus. Learning Gate was named the 1st Public School in the Nation to achieve Platinum status through USGBC LEED for Schools Program. The unique curriculum has been in existence for 25 years and has been featured in Southern Living and Education Week. Learning Gate Community School has also been awarded numerous recycling awards, won the Rodale Institute School Garden award and was honored with the Hillsborough County Planning Commission Environmental Excellence Award three times, a PLT Green School and Florida Green School Award in 2011.

For the past 10 years Learning Gate has been engaged in an aggressive strategy to conserve resources and eliminate waste.

Water - developed an integrated water management plan that includes a 10,000 gallon rainwater harvesting system used to flush toilets, a rain barrel collection system for irrigation, an action project funded by PLT and implemented by 5th graders converting all faucets to hands-free and recently, a grant to construct a 200 gallon rainwater harvesting system for our organic garden.

Results: 70% reduction in water usage
Future: a living machine/aquaponics system

Waste – an initiative launched by kindergarteners resulted in a Waste Free Lunch Program, third grade students collect compostable foods and add to the garden compost pile and raise worms that generate compost and worm tea. Middle school students operate the electrical recycling program, fourth graders are responsible for ink cartridge recycling and the entire school recycles all paper, aluminum, glass, plastic, cardboard which is deposited into a single stream container. By developing a culture of reuse and repurposing, everyone brings reusable items for drink and food. We have a policy of accepting only compostable or recyclable containers from food vendors.

Results: 75% reduction of waste sent to landfill
Future: paperless campus

Energy – installation of a 5,120 watt solar system that resulted in a substantial reduction in energy use and GHG emissions, an ongoing energy conservation initiative that is lead by middle school students who bring awareness to individuals about, turning off lights, conducting energy audits, efficient lighting, phantom electricity, thermostat regulating and developing alternative sources of energy.

Results: 20% reduction in electric bill
Future: become net zero

Health - Operational procedures and policies designed to support sustainability and provide a healthy environment, by purchasing green cleaning products, organic pest control, recycled paper, green office supplies, recycled equipment and furnishings, use of materials with no or low volatile organic compounds, including the adhesives, paints, insulation, flooring, and walls.

All 800 students spend 30% of their day participating in outdoor classes; environmental, garden, PE, low rope course and required free play time everyday after lunch. Teachers use the outdoors as an extension of the classroom and a visit to our campus at anytime will find students, reading, writing, measuring trees, testing water quality, building, singing, and dancing.

Good eating habits are reinforced at the garden.

Results: Happy, healthy kids

Future: build an Energy Star kitchen where students can plan and cook healthy lunches using our garden produce

Education – Our Seed to Soup Curriculum® is the heart of our teaching. It is designed to ensure that all our students attain an age appropriate level of environmental literacy. Literature selections have an environmental theme from which teachers plan and teach all subjects. An important aspect of our program is the development of over 150 lessons using our LEED Platinum Buildings as a teaching tool.

Weekly environmental education classes actively engage students by having them manage the natural part of our campus, including inventorying trees/animals, removing invasive plants, planting native species to enrich the biodiversity on campus. Garden classes explore solar energy, water, growth patterns, soil cycles and every stage of our organic agriculture. Students are required to complete the Jr. Master Gardening program.

Our middle school project based learning curriculum and Environmental Inquiry Classes provides students with hands on activities that demonstrate the sustainable features of green building, energy efficiency, water conservation, ecology restoration, and renewable energy and engages students in authentic, in-depth environmental projects, explores historical aspects of the nature of science, scientific investigation, and experimentation from a global perspective.

Results: A+ High Performing Charter School

Future Plans: publish curriculum

Outreach – Students, staff and parents are involved in community service projects, Adopt-A-Road and Pond, Bay Grasses restoration, Headstart programs, mitigation of wetlands, bird banding, donation of produce to homeless shelter and organizing of Eco-Fest, environmental education awareness for the surrounding community. Eco-Fest features exhibits, presentations and vendors that build

community awareness, appreciation and advocacy for sustainable living. In 2011, Eco-Fest featured over 100 local businesses, farmers and artists with over 1,000 people in attendance.

Results: awareness of Learning Gate as a resource for sustainability

Future: GATES High School

Response ID: 155 Data

3. Page Three

School Contact Information

School Name

Learning Gate Community School

Street Address

16215 Hanna Rd

City

Lutz

State

FL

Zip

33549

School Website

www.learninggate.org

Principal First Name

Patti

Principal Last Name

Girard

Principal Email Address

Patti@learninggate.org

Principal Phone Number

813 948-4190

Lead Applicant First Name (if different from principal)

Michele

Lead Applicant Last Name (if different from principal)

Northrup

Lead Applicant Email

MicheleNorthrup@verizon.net

Lead Applicant Phone Number

813 948-4190

Level

K - 8

School Type

Public Charter

What is your student population?

800

How would you describe your school?

Rural

District (county) and Code

29 HILLSBOROUGH

Does your school have at least 40 percent of your students from a disadvantaged background (i.e., eligible for free or reduced price lunch)?

No

My Principal and Superintendent are aware of and in support of this application.

Yes

5. Page Five

QCC1: Is your school participating in local, state, or nationally recognized green school program which asks you to benchmark progress in some fashion (for example, National Wildlife Federation Eco-Schools USA, Green Schools Alliance, Collaborative for High Performance Schools, or Project Learning Tree's Green Schools!)?

Yes

Which program(s) are you participating in and what level(s) have you achieved?

Project Learning Tree Pilot Model Green School, USGBC Green Schools, Florida Green Schools Network, Green Ribbon Schools.org

QCC2: Has your school, staff or student body received any awards for environmental or sustainability stewardship/action?

Yes

Please list the awards you have received and the years you received them.

2010-2011 Florida Green School Winner, 2011 Hillsborough County Planning Commission Environmental Award, 2010 Finalist Florida Governor's Serve To Preserve Green Schools Award Program 2009 USGBC Excellence in Green Building Education Award 2009 Recycling Award, Keep Hillsborough County Beautiful 2009 Renewable Energy Recognition Certificate 2009 Florida Project Learning Tree School 2009 Joshua House Service Learning Project 2009 Hillsborough Education Foundation Service Learning Project Teaching for Tools 2009 Featured on local Channel 10 & 8 for Ed Begley Green Book Presentation at USF Green Conference 2009 PLT Grant Green Works Project 2008 2008 Lorax Dr.Suess Grant 2008 WaterWise Award- recognized as the most WaterWise Public Facility in our area. 2008 SWFMD Shoreline Restoration Recognition 2008 Return the Warmth Most Plastics Recycled Keep Hillsborough County Beautiful Recycling Award 2008 Florida Project Learning Tree School 2007 \$250,000 national grant from Lowe's Charitable and Educational Foundation 2007 Parent Involvement Award for our Seed to Soup Garden program given by Hillsborough County Schools 2007 Gulf Stream Environmental & Recreational Trust Award 2007 Keep Hillsborough County Beautiful Recycling Award 2007 1st Place Guardians of the Bay – Tampa Bay Estuary Program 2007 Excellence in Action Award Hillsborough County 2007 Hillsborough County Planning Commission's Outstanding Environmental Award for Environmental curriculum 2007 Hillsborough County Planning Commission's Excellence for Historic Preservation Award for restoration of an 80-year-old long cabin 2007 1st Place Organic Gold Award Rodale Institute Kidregen.org 2007 Florida Project Learning Tree School 2007

Epcot Flower & Garden Festival Entire School Garden First Place 2006 Judge's Choice Finalist for WEDU's "Be More" Awards for our Organic Garden Curriculum and "Seed-to-Soup" program 2006 Florida Project Learning Tree School 2005 Florida Project Learning Tree School 2004 Florida Project Learning Tree School 2003 Florida Project Learning Tree School 2002 Florida Project Learning Tree School 2002 University of Florida recognizes LGCS as an official training center for Florida Master Naturalist Program 2001 Florida Project Learning Tree School 2001 The Nature Conservancy recognizes LG for conserving 33 acres in Belize 2001 Establishes the 1st Jr. Audubon Program in Florida

7. Page Seven

Q 1A1: Can your school demonstrate a reduction in its Greenhouse Gas emissions?

Yes

If yes, please provide the following information:

Initial GHS emissions rate (MT eCO₂/person) : 8.1MT/400 person

Final GHG emissions rate (MT eCO₂/person) : 5.3MT/685 person

Percentage reduction : 35%

Time period measured (mm/yyyy - mm/yyyy) : 10/2008 - 11/2011

How did you document this reduction (e.g., the inventory module from Clean Air Cool Planet's Campus Carbon Calculator)? :
Energy CAP

Q 1A2: Has your school received EPA ENERGY STAR certification or does it meet the requirements for ENERGY STAR certification?

No

If your school received the certification, please note the year it was achieved and the score received:

Q 1A3: Has your school reduced its total non-transportation energy use from an initial baseline?

Yes

If yes, please provide the following information:

Percentage reduction : 41.4%

Measurement unit used (kBtu/square foot, kBtu/student, annual therms, etc.) : kBtu/student

Time period measured (mm/yyyy - mm/yyyy) : 10/2008-11/2011

How did you document this reduction (ie. ENERGY STAR portfolio, district report)? : Internal Report

Q 1A4: What percentage of your school's energy is obtained from:

On-site renewable energy generation : 10%

Purchased renewable energy : 0

In what year was your school constructed?

2000

What is the total building area of your school?

40,000 sq feet

Q 1A5: Has your school constructed a new building or renovated an existing building in the past ten years?

Yes

If yes, please provide the following information:

Percentage of the building area that meets green build standards (for example, LEED, CHPS, Green Globes or other standards) : 100%

Which certification did you receive and at what level? : LEED Platinum

What is the total constructed area? : 10,000 sq ft

What is the total renovated area? : none

Q 1A6: Do any parts of your existing buildings meet green build standards (for example, LEED, CHPS, Green Globes, or other standards)?

Yes

If yes, please provide the following information:

What percentage of the existing building area has achieved green build standards (e.g., LEED, CHPS, Green Globes, or other standards)? : 25%

What is the total building area (in sq. ft.)? : 10,000 sq ft

Which certificate did the school receive and at what level? : LEED Platinum

Q 1A7: Does your school reduce and/or offset the greenhouse gas emissions from building energy use?

No

If yes, please provide the following information:

Q 1A8: Please indicate which green building practices your school is using to ensure your building is energy efficient.

School has an energy and water efficient product purchasing and procurement policy in place

Other (please describe): LEEDS for Schools Certified Platinum

8. Page Eight

Q 1B1: Can you demonstrate a reduction in your school's total water consumption (measured in gallons/occupant) from an initial baseline?

Yes

If yes, please provide the following information:

Percentage reduction domestic : 25%

Percentage reduction irrigation : 100%Native plants & rainbarrel irrigation only

Time period measured (mm/yyyy - mm/yyyy) : 08/2008 - 08/2011

How did you document this reduction (i.e., ENERGY STAR Portfolio Manager, school district reports)? : Internal Report

Q 1B2: Which of the following practices does your school employ to increase water efficiency and ensure quality? (Please check all that apply)

Our school conducts annual audits of the facility and irrigation systems to ensure they are free of significant water leaks and to identify opportunities for savings.

Our school's landscaping is water-efficient and/or regionally appropriate.

Our school uses alternative water sources (ie. grey water) for irrigation before potable water.

Taps, faucets, and fountains at our school are cleaned at least twice annually to reduce contamination and screens and aerators are cleaned at least annually to remove particulate lead deposits.

Our school has a program to control lead in drinking water (including voluntary testing and implementation of measures to reduce lead exposure).

Please provide the following information about your school's landscaping:

What percentage of your total landscaping is considered water-efficient or regionally appropriate? : 100%

What types of plants are used and where are they located? : Native Plants throughout our 27 acre campus.

Please describe the alternate water sources used for irrigation. (Maximum 100 words)

LG has been engaged in an aggressive strategy to conserve water on campus. Therefore, rainwater harvesting was used in the design of the green classrooms. The 10,000 gallon cistern collect rain water which is then filtered and used to flush the toilets in the green classrooms. The LG rainwater harvesting system is used as part of a University of South Florida (USF) USGBC-sponsored project to study integrated building water management. Additionally, each building is designed with its own rain

barrel collection system that is used by our students to water their native plant beds.

Please describe the program you have in place to control lead in drinking water. (Maximum 100 words)

We have a point of use treatment device to control our lead levels. We have chosen no copper piping (hence possibility of lead in solder) in the system. We conduct a routine lab water analysis of our drinking water.

Q 1B3: Our school's drinking water comes from:

Well on school property

Please describe how the water source is protected from potential contaminants. (Maximum 100 words)

Our well system is set in the canopy area of our green buildings. There are no pesticides or chemicals used on our property to contaminate the well source. The well is up gradient and over 200 ft from our septic area.

Q 1B4: Please describe any additional progress your school has made towards improving water quality, efficiency, and conservation. (Maximum 200 words)

In 2010, Project Learning Tree's GreenSchools! Program gave students at LG an opportunity to improve their campus by taking action. The Water Investigations helped 5th grade students identify the main area of concern: leaky bathroom faucets in older buildings. The students decided that installing hands-free faucets would be the best way to retrofit the older bath-rooms to save water. Fifteen faucets were purchased with the funding. In math class, students measured the amount of water coming from the leaky faucets and used Internet resources to determine that approximately 30 gallons of water each day would be saved with the new faucets. In 2011, LG's 5th grade students were awarded additional funding by the GreenSchools action project to convert all the remaining bathroom faucets, so they can analyze the total water savings for the school. The students have learned that hands-free faucets are water saving devices, helping save 70% of the water that would otherwise be wasted. LG recently won a grant that will facilitate the construction of a 200 gallon rainwater harvesting system for our organic garden which will allow LG to increase the yield of the garden and still maintain our campus wide water management strategy.

9. Page Nine

Q 1C1: What percentage of solid waste is diverted from landfilling or incinerating due to recycling and/or composting (i.e., Recycling Rate)?

A - Monthly garbage service in cubic yards (garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 24

B - Monthly recycling volume in cubic yards (recycling dumpster sizes(s) x number of collections per month x percentage full when emptied or collected). : 40

C - Monthly compostable materials volume(s) in cubic yards (food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected). : 8

Recycling Rate = $(B + C) \div (A + B + C) \times 100$: 66.66

Q 1C2: What percentage of your school's total office/classroom paper content by cost is post-consumer material or fiber from forests certified as responsibly managed by the Forest Stewardship Council, Sustainable Forestry Initiative, American Tree Farm System or other certification standard? (If a product is only 30% recycled, only 30% of the cost should be counted)

25% due to donations, 70% of our purchased paper meets requirements but

Q 1C3: What percentage of the total office/classroom paper content by cost is totally chlorine-free (TCF) or processed chlorine free (PCF)?

20% due to donations

Q 1C4: Please provide the following information about your school's hazardous waste:

How much hazardous waste does your school produce (lbs/person/year)? : unknown

How is the generated amount calculated? : weighed & tracked by staff

List the types of hazardous waste generated : light bulbs & household batteries

How is hazardous waste monitored? : weighed & tracked by staff, disposed of properly

Q 1C5: Which of the following benchmarks has your school achieved to minimize and safely manage hazardous waste? (Please check all that apply)

Our school disposes of unwanted computer and electronic products through an approved recycling facility or program.
All our computer purchases are Electronic Product Environmental Assessment Tool (EPEAT) certified products.
Our custodial program has been certified by the ISSA Cleaning Industry Management Standard - Green Building (or other equivalent standard).
Our school has a hazardous waste policy for storage, management, and disposal that is actively enforced.

Which green cleaning standard is used?

ISSA Cleaning Practice

Q 1C6: Does your school use "third-party certified" green cleaning products?

Yes

If yes, please provide the following information about the green cleaning products used in your school:

What percentage by volume of all cleaning products in use are "third-party certified" green cleaning products? : 100%
What specific green cleaning product standard (Green Seal, Ecologo, etc.) does the school use? : EPA certified

Q 1C7: What other indicators do you have of your school's reduction of solid waste and elimination of hazardous waste? (Maximum 200 words)

During the 2008-2009 school year, LG's Kindergarten students as part of their lesson plan on recycling implemented a Zero Waste lunch challenge for the whole school. The Kindergarten students, inspired by the statistic that an average student generates 67 pounds of lunch waste per year, asked all the LG students to bring in a waste free lunch for one week. Student participation in the challenge and the resulting reduction in school waste were so high that zero waste is now the school's lunch policy. LG's zero waste policy has positively impacted the school, students and parents. As a result of the substantial reduction in waste, LG has reduced its waste haulage from five days a week to two days a week. This has resulted in a 50% savings in the school's waste haulage fee.

Q 1D1: What percentage of your students walk, bike, bus, or carpool (i.e., two or more students in the car) to/from school?

72%

How was this data collected and calculated? (Maximum 100 words)

Our 4th grade students have adopted our "Transportation Talks". They have spoke to the students on saving energy by carpooling, walking or biking (if possible). They have collected data by taking polls to see how many families carpool, bike or walk to school. The data collected was turned into a math lesson.

Q 1D2: Which of the following policies or programs has your school implemented:

Our school has designated carpool parking stalls.
Our school has a well-publicized no idling policy that applies to all vehicles (including school buses).
Vehicle loading/unloading areas are at least 25 feet from building air intakes, doors, and windows.

Q 1D3: Describe how your school transportation use is efficient and has reduced environmental impacts (e.g., the percentage of school-owned electric/hybrid/alternative fuel vehicles in your fleet or other indicators of significant reductions in emissions). (Maximum 100 words)

Our school does not own a bus or any vehicles. It is the responsibility of the parents to transport our children to & from school.
Our families & staff save thousands of miles each year by carpooling.

Q 1D4: What percentage of the school grounds are devoted to ecologically beneficial uses (e.g., school vegetable garden, wildlife or native plant habitats, outdoor classroom, environmental restoration projects, rain garden) or socially/culturally beneficial uses (e.g., playgrounds, outdoor spaces designed and used regularly for social interaction, athletic or recreational areas, walking or running trails)?

76%

Q 1D5: This concludes Pillar 1. Please describe any other accomplishments or progress your school has made towards

reducing/eliminating environmental impacts or improving your energy efficiency. (Maximum 200 words)

All of LG's operational procedures and projects, including purchasing supplies, are designed to support sustainability. LG has for many years followed a sustainable preferable purchasing policy that includes the purchasing of green cleaning products, organic pest control products, recycled paper products, office supplies, equipment and furnishings. LG makes it a policy to request that all of its vendors strive to provide the school with products that are sustainable and minimizes waste. This policy resulted in LG being the first school to request that yearbook vendor, Interstate Studio and Publishing Company, print its yearbook on recycled paper.

11. Page Eleven

Q2A1: Which of the following practices does your school employ with regards to pest management? (Please check all that apply)

Our school has an integrated pest management plan in place to reduce and/or eliminate pesticides.

Copies of pesticide labels, copies of notices, MSDS and annual summaries of pesticide applications are all available and in an accessible location.

Our school prohibits children from entering a treated area for at least 8 hours after the treatment or longer if required by the pesticide label.

Q2A2: Which of the following practices does your school employ to improve contaminant control and ventilation? (Please check all that apply)

Our school prohibits smoking on campus and in public school buses.

If your school has combustion appliances, is there an inventory of them and are they annually inspected to ensure they are not releasing Carbon Monoxide? (yes/no/no combustion appliances): no combustion appliances

Our school meets ASHRAE Standard 62.1-2010 (Ventilation for acceptable indoor air quality).

Our school has installed one or more energy recovery ventilation systems to bring in fresh air while recovering the heating or cooling from the conditioned air.

Our school has eliminated mercury-containing thermometers, chemical compounds, art chemicals, etc. and elemental mercury.

Our school disposes of any unwanted mercury laboratory chemicals, thermometers and other devices in accordance with federal, state, and local environmental regulations.

There are no wood structures on school grounds that contain chromate copper arsenate.

Our school has an asthma management program that is consistent with the National Asthma Education and Prevention Program's (NAEPP) Asthma Friendly Schools guidelines.

Our school visually inspects all structures on a monthly basis to ensure they are free of mold, moisture and water leakage.

Our school's indoor relative humidity is maintained below 60%.

Our school has moisture resistant materials/protective systems installed (i.e., flooring, tub/shower, backing, and piping).

Our school has a chemical management program that includes: chemical purchasing policy (low or no-VOC products), storage and labeling, training and handling, hazard communication, spills (clean up and disposal), and selecting EPA's Design for the Environment approved cleaning products.

Our school has a comprehensive indoor air quality management program that is consistent with Indoor Air Quality (IAQ) Tools for Schools.

What percentage of all classrooms with radon levels greater than 4 pCi/L have been mitigated in conformance with ASTM E2121?: 0%

Our school has Carbon Monoxide alarms that meet the requirements of the National Fire Protection Association code 720.

12. Page Twelve

Q2B1: Which practices does your school employ to promote nutrition, physical activity and overall school health? (Please check all that apply)

Our school participates in a Farm-to-School program or other program to utilize local food in our cafeteria.

Our school has an onsite food garden.

Our students spend an average of at least 120 minutes per week (over the past year) in school supervised physical education.

At least 50% of our students' annual physical education takes place outdoors.

Please list your school's USDA HealthierUS School Challenge award level or describe other nutrition program. (Maximum 100 words)

Please describe the type of outdoor exercise opportunities and nature-based recreation available to students. (Maximum 200 words)

Our students have a wide variety of outdoor time. Aprox. 30% of their everyday learning is out in our woodland trails, exploring the garden, or using our outdoor classrooms. In addition to the general PE time our students enjoy their Environmental Education class twice weekly as well as Garden Time twice weekly. Our teachers have integrated our natural campus into our curriculum. Classes are often spotted on campus on nature walks collecting data for creating field guides, mapping tree surveys, bird banding, or creating lessons in math/science/literature. They may use the data to incorporate leaves, animals, trees, bugs, etc. into their current core subjects. Our students also make frequent use of our outdoor low ropes course. The course promotes good health practices & team building skills.

Q 2B2: What percentage (by cost) of food purchased by your school is certified as "environmentally preferable" (e.g., Organic, FairTrade, Food Alliance, Rainforest Alliance)?

20%

Q 2B2.5 Does your school implement the coordinated school health model?

Yes

Q 2B3: This is the end of Pillar 2. Please describe any additional progress your school has made in terms of the school's built and natural environment (including unique community and/or business partnerships) to promote overall student and staff health and safety. (Maximum 200 words)

Each week the students have an Environmental Science experience. Students engage in actively helping to manage the natural part of the campus including inventorying trees/animals, removing invasive plants and growing/planting native plant species to enrich the biodiversity on campus. This year, students and staff are working with a Hillsborough County forester and interns from University of Florida/University of South Florida to develop a land management plan for the forest. This project will gather data on the air pollutants absorbed by the forest and determine strategies to enhance it for ecological health and to benefit student health.

14. Page Fourteen

Q 3A1: Which practice(s) does your school employ to help ensure the environmental and sustainability literacy of your graduates? (Please check all that apply)

Our school has an environmental or sustainability literacy graduation requirement.

Environmental and sustainability concepts are integrated throughout the curriculum.

Environmental and sustainability concepts are integrated into classroom-based and schoolwide assessments.

Professional development opportunities in environmental and sustainability education are provided for all teachers.

Please describe your school's environmental or sustainability literacy graduation requirement. (Maximum 200 words)

The Learning Gate Seed to Soup Curriculum ® is the heart of our teaching and students' learning. LG's curriculum is designed to ensure that all our students attain an age appropriate level of environmental literacy. By using the garden, and the surrounding wetlands and woods, our students are in the classroom even when they are not in a building. Our weekly class schedules include lesson plans that utilize our Garden, Woods, Outdoor Classroom, Low Rope Course or Pond. All literature selections have an environmental theme from which teachers plan and teach all subjects. Our curriculum also includes the following student activities composting, raising chickens and worms, propagate sea grasses, following the monarch and whooping crane migrations. Our middle school project based learning curriculum provide students with hands on activities that demonstrate the sustainable features of green building, energy efficiency, water conservation, zero waste, organic agriculture, ecology restoration, and renewable energy. All of the projects designed by the students must meet the requirements of the assignment rubric that have environmental and sustainable components. In addition, our students in 8th grade are required complete the Junior Master Gardening program and accumulate a minimum of 75 hours of community service.

Please describe your classroom-based or schoolwide assessments in environmental and sustainability concepts and include what percentage of students scored "proficient" or better. (Maximum 200 words)

Within our Seed to Soup Curriculum that we developed using the National Science Standards and Environmental content standards, assessments take many forms; Portfolios, observations (documented on each students progress report), Projects, Book reports (our students are required to read environmental trade books rather than the typical basal readers), teacher generated tests, Science and Garden journals and the state required FCAT. By the time our students reach 8th grade they are well versed in all aspects of sustainability. Just last year our 8th grade students were first in the county and state on the Science portion of the FCAT. This translates into a proficient level of 84%. One very important aspect of our curriculum and assessment is the use of our LEED Platinum Buildings used as a teaching tool. Our teachers developed over 150 lesson plans specific to our award winning classrooms. Lessons in the area of Cisterns, VOC content, HVAC systems, use of alternative and recycled materials, off gases, mold growth, native landscaping, , solar panels, and low flow toilets. And because all of these lessons are active, hands-on lessons, our students retain what they learn.

Please describe professional development opportunities available in environmental and sustainability standards. Include the percentage of teachers who participated in these opportunities over the past two years. (Maximum 200 words)

All (100%) of our teachers are required to take the following courses: All of the areas in Project Wild, Project Wet and Project Learning Tree. Many are facilitators. 24% of our teachers have completed the Master Naturalist Program sponsored by the University of Florida. Teachers are also encouraged and supported financially by the school to participate in any form of training that will further their growth in areas of sustainability standards. All of our teachers are required to conduct a 2 hour workshop for our parents each year. These workshops take on many forms and cover a variety of subjects, all of which have an environmental and sustainable theme. Our teachers also participate in EcoFest, attending the various workshops. All teachers are encouraged to join professional memberships in LEEF (League of Environmental Educators of Florida), NAAEE (North America Association of Environmental Educators) as examples. Teachers new to our school must also attend an Orientation that is conducted by our garden teachers, environmental teacher and those teachers with experience in lesson planning. It is vital that our teachers know about our campus and what we do in order to provide an optimal learning environment for our students.

Q 3A2: If your school serves grades 9-12, please provide the following information:

What percentage of last year's eligible graduates who completed the AP Environmental Science course during their high school career? : n/a

What percentage of these students who scored a "3" or higher on the AP Environmental Science exam? : n/a

Q 3B1: Do your school's science courses frequently use sustainability and the environment as a context for learning science (e.g., asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, and engaging in argument from evidence when exploring environmental and sustainability issues)?

Yes

Please describe. (Maximum 200 words)

The Learning Gate Seed to Soup Curriculum ® is designed to fully integrate environmental exploration into all subject areas, including science and math. For example, the cisterns used in our green buildings, as part of a our integrated building water management, are used by all grade levels as project based lesson plans to teach about reclaimed water, efficient water use, collection of water data, graphing and the calculation of the water saving benefits. Our middle school project based learning curriculum includes a course called Environmental Inquiry. The purpose of this course is to engage students in authentic environmental science projects. In this course students explore historical aspects of the nature of science, the practice of scientific investigation, and experimentation. Our students engage in in-depth inquiry into the scientific aspects of ecological and environmental issues from a global perspective. The following subjects are covered fossil record, geology, evolution, native plants and animals, migration, global patterns, human impact on the environment, and local watershed awareness. Our students are empowered by our curriculum to develop environmental stewardship projects that benefit their community.

Q 3B2: If your school is a high school, does your school curriculum make connections between classroom and college and career readiness, in particular post-secondary options in environmental and sustainability fields (e.g., CTE Green Sustainable Design and Technology course)?

No

Please describe these college and career connections. (Maximum 200 words)

Q 3C1: Do students conduct an age-appropriate, self-selected, civic/community engagement project at every grade level?

Yes

If not in all grades, please specify which grades.

What percentage of last year's graduates scored proficient or better on a community or civic engagement skills assessment?

100%

Please provide the following information:

What percentage of these projects focus on environmental or sustainability topics? : 100%

What percentage of students completed such a project last year? : 100%

Q 3C2: Do students have meaningful outdoor learning experiences (experiences that engage students in critical thinking, problem solving and decision making) at every grade level?

Yes

If not in all grades, please specify which grades.

Please share how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills. (Maximum 200 words)

Our students have a wide variety of outdoor time. Approximately, 30% of their everyday learning is out in our woodland trails, exploring the garden, or using our outdoor classrooms. In addition, to the general PE time our students have Environmental Education class as well as Garden twice weekly. In Environmental class students collect data for creating field guides, mapping tree surveys and bird banding. In the garden class, the students explore solar energy, water, plant and soil cycles. Our students are involved in every stage of the garden plan. The fresh produce and eggs yield from the garden are donated to Second Harvest. Second Harvest uses the produce to feed the homeless in the Tampa Bay community. The yield donated for the 2009-2010 school year was over 2200 pounds. LG currently facilitates Headstart field trips to our garden. These field trips are hosted by our middle school and provide the students with an opportunity to impart what they learned about sustainable living. Our outdoor Eco-Fest community event features exhibits, tours, presentations and student lead service learning projects that demonstrate the sustainable features of green building, energy efficiency, water conservation, zero waste, organic agriculture, ecology restoration, and renewable energy.

Q 3C4: Please describe your partnerships with the local community (e.g., academic, business, government, nonprofit and informal science institutions) to help advance your school, other schools (especially schools with fewer resources) and the greater community toward the 3 Pillars. Include both the scope and impact of these partnerships. (Maximum 300 words)

Eco-Fest is a community event organized by LG to provide environmental education in a practical interactive environment and transform the way in which our students, parents and community interact with our natural environment and thereby, create a more sustainable community. Eco-Fest features exhibits, tours, presentations and vendors that build community awareness, appreciation and advocacy for sustainable living. Our students have developed service learning projects that demonstrate the sustainable features of green building, energy efficiency, water conservation, zero waste, organic agriculture, ecology restoration, and renewable energy. In 2011, our Eco-Fest event featured over 100 local businesses, farmers and artists. Over 1,000 people attended the Eco-Fest. LG has had a long standing community partner with, the Office of Sustainability at the University of South Florida (USF). This partnership has allowed USF to demonstrate convincingly to its administration, faculty, staff, and students that it is not only possible, but necessary for an educational institution to reduce its dependency on nonrenewable energy and carbon, and to increase its commitment to environmental literacy and social justice. LG has allows USF faculty and students to tour and study our campus, so they can learn from our successes and challenges. In fact, LG is used as a teaching tool for many of their undergraduate students in order to develop environmental literacy and appreciation for environmentally responsible behavior. LG currently facilitates Headstart field trips to our award winning organic garden. During these field trips students are taught sustainable organic agriculture techniques and food nutrition. Thereby, proving the Headstart students with early exposure to the terms and concepts of sustainability. Lowes Charitable Foundation donated \$250,000 to support our green building effort. NVirotech pest control donates their services to our campus. They both have continued to be a major sponsor of all our efforts for community outreach, including Ecofest.

Q3C5: This is the end of Pillar 3. Please describe other methods and measurements your school uses to ensure matriculating students are environmentally and sustainability literate. (Maximum 200 words)

Our students in 8th grade are required to accumulate a minimum 75 hours of community service by graduation. Many of the hours are part of the curriculum. Because teaching others is the highest form of learning, our students from K-8 present topics on sustainability during our Biome Celebrations and EcoFest. For example, 6th grade is required to participate in our Bay Grasses Program. They propagate, maintain, sort and plant the grasses along coast lines to impede erosion. Our students also participate in Adopt-a Pond (2nd grade), Adopt –a Road & Great American Clean-up (all families), recycling and repurposing (the Green team consisting of 7th graders), phantom electricity education (4th graders educate the public), composting (3rd grade), litter patrols (Kindergarten) and water conservation (1st grade). Junior Master Gardening is also a requirement. They are also required to participate in community and school sponsored events. The 8th graders support, educate and host our annual EcoFest. At 8th grade graduation each student receives a diploma and we use the President's Citizenship Award to acknowledge the hours of service each has donated to the sustainability of our environment.

16. Page Sixteen

Email Confirmation

Feb 17, 2012 09:27:58 Success: Email Sent to: Patti@learninggate.org

Response Location

Region:	United States
Region:	FL
City:	Lutz
Postal Code:	33549
Long & Lat:	Lat: 28.136, Long:-82.447601



U.S. Department of Education
Green Ribbon Schools
TECHNICAL REVIEW

Nominee	Learning Gate Community School, K-8, 16215 Hanna Rd, Lutz, FL, 33549, Hillsborough County School District		
Evaluation Issues	Approvable	Special Notes	
Florida Department of Environment Protection: Checked all records available regarding environmental violations for this school. Reviewer Name and Title: <i>Greg Ira, Director DEP-OEE</i> <i>Ana Gibbs, External Affairs Manager FL-DEP</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	Two non-significant compliance issues regarding Safe Drinking Water Act	
U.S. Department of Labor: Occupational Safety & Health Administration (OSHA) Checked referred database for compliance with OSHA regulations at Federal and state levels. http://www.osha.gov/pls/imis/establishment.html Listed by: <i>Ms. Rivera, Officer on duty, OSHA Fort Lauderdale</i> Reviewer Name and Title: <i>Romina Sola, Coordinator Florida Green School Network</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	None	
Florida Department of Agriculture and Consumer Services: Checked compliance with regulations related to National School Lunch Program Reviewer Name and Title: <i>Linda Miles, Program Administrative Team Director, Food, Nutrition and Wellness</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	None	
Florida Department of Education: Checked compliance with USDOE Individuals with Disabilities Education Act (IDEA) Reviewer Name and Title: <i>Patricia Howell, Program Director of Monitoring and Compliance, Bureau of Exceptional Education & Student Services</i>	Yes <input checked="" type="checkbox"/> X No <input type="checkbox"/> —	None	



FLORIDA
GREEN SCHOOL NETWORK

U.S. Department of Education
Green Ribbon Schools

NOMINATION SCORE SHEET

The following score sheet is to be completed for each nomination submitted to the Florida Department of Education for the U.S. Department of Education Green Ribbon Schools program.

Introduction

The U.S. Department of Education's Green Ribbon Schools (ED-GRS) award is intended to recognize those schools that are taking a comprehensive approach to greening their schools. A comprehensive approach incorporates and integrates environmental learning with maximizing positive environmental and health impacts.

The National Green Ribbon Schools program focuses on three pillars:

- Pillar I: Environmental Impact and Energy Efficiency
- Pillar II: Healthy School Environments
- Pillar III: Environmental and Sustainability Education

This is a two-step process. The first step is to complete and submit an application to the Florida Department of Education to be selected as a state nominee. The second step is for the Florida Department of Education to review the judges' scores and select up to four nominees to be forwarded to the U.S. Department of Education.

All public and private K-12 schools are eligible to apply for the Green Ribbon Schools designation. Schools are to be evaluated based on their progress towards a wide variety of green benchmarks, including zero greenhouse gas emissions, food that is locally sourced and sustainable, and curriculum that ensures all students are environmentally and sustainability literate.

As you review the nominees, please keep in mind:

1. These are ambitious goals and few, if any, schools are expected to have achieved all three, or even 100% of any one of the Pillars.
2. Schools demonstrating exemplary achievement in all three Pillars should receive the highest ranking.
3. It is important that nominees demonstrate concrete achievement, using quantified measures, whenever possible.

The score sheet parallels the nomination form. Each section has a highest point potential already identified. Based on the information provided, you may award up to the maximum number of points in each element within each pillar.

Nominee	
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For this nominee, please use this table to score each Pillar and its Elements.

Cross Cutting Questions - 5%	Points	Score
Participation in Green School Programs and/or awards for environmental and sustainability efforts, along with commitment of school organization	5 points	

Pillar I Environmental Impact and Energy Efficiency 30%	Points	Score
Element IA: Improved energy conservation/energy-efficient building(s)	15 points	
Element IB: Improved water quality, efficiency, and conservation	5 points	
Element IC: Reduced waste production and improved recycling and composting programs	5 points	
Element ID: Use of alternative transportation to, during, and from school	5 points	
Subtotal		

Pillar II - Healthy School Environment -30%	Points	Score
Element IIA: An integrated school environmental health program	15 points	
Element IIB: High standards of nutrition, fitness, and quantity of quality outdoor time	15 points	
Subtotal		

Pillar III Environmental and Sustainability Education 35%	Points	Score
Element IIIA: Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems	20 points	
Element IIIB: Use of the environment and sustainability to develop Science, Technology, Engineering, and Mathematics (STEM) content, knowledge, and thinking skills	5 points	
Element IIIC: Development and application of civic engagement knowledge and skills	10 points	
Subtotal		

Cross Cutting Questions	
Pillar I – Subtotal	
Pillar II - Subtotal	
Pillar III - Subtotal	
Grand Total	

Name		Signature